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INTEGRATED

SOCIAL SCIENCE

6

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4. The interstate boundaries amongst Arunachal Pradesh, Assam and Meghalaya shown on this map are as interpreted from the "North-Eastern Areas (Reorganisation) Act, 1971", but have yet to be verified.
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6. The administrative headquarters of Chandigarh, Haryana and Punjab are at Chandigarh.
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Published by
Manik Juneja

HOLY FAITH INTERNATIONAL (P) LTD.
MBD House, Gulab Bhawan, 6, Bahadur Shah Zafar Marg,
New Delhi-110 002

Printed at: **Holy Faith International (P) LTD**
C-62, Focal Point Extension, Jalandhar

H0364A5948

Preface

PruQuest Integrated Social Science is an integrated social science series for classes 6 to 8. It conforms to the **CBSE** syllabus and adheres to the **National Curriculum Framework (NCF)**. This series aims to provide facilitators and learners, an enriching teaching-learning experience.

Each book in the series includes sections on History, Geography, and Social and Political Life. The series focuses on the three building blocks of learning: **exploration, understanding and application**. The study of social studies equips young learners with the knowledge and understanding of the past that is necessary for coping with the present and planning for the future. It enables learners to understand the functioning of social, economic and political institutions around them, and participate effectively in their world as responsible citizens and builders of tomorrow. Furthermore, it offers learners a broad avenue to develop necessary skills for problem-solving and making informed decisions about social and environmental issues.

- The **History** section presents a journey across time, space and region as it traces the history of India from the beginning of civilisation to the modern period. In this series, effort has been made to inculcate the spirit of enquiry amongst young learners by referring to primary and secondary sources of history. Case studies given in this book enable learners to investigate historical, social and political aspects of different time periods.
- The **Geography** section helps learners to develop an understanding of and appreciation for the delicate relationship between humans and their natural world. Hands-on activities have been provided to help learners acquire better understanding of the concepts. Learners are encouraged to go beyond the textbook, collect data from the field, refer to atlases, encyclopedias, Internet, etc.
- The **Social and Political Life** section focuses on the themes of diversity and interdependence in our country. An attempt has been made to develop appreciation for socio-political structures, laws, customs, traditions and beliefs of different communities, amongst the young learners. The use of narratives and contemporary sources facilitates in the development of different perspectives.

Mapping with CBSE syllabus

History

Syllabus	Chapter
When, Where and How (a) The time frame under study (b) The geographical framework (c) Sources	Chapter 1: What, Where, When and How? <ul style="list-style-type: none"> How Geography Impacts History Time Frame Sources of History
The Earliest Societies (a) Hunting and gathering as a way of life, its implications (b) Introduction to stone tools and their use (c) Case study: the Deccan	Chapter 2: The Earliest People <ul style="list-style-type: none"> Beginning of Human Journey Stone Age Case study: Palaeolithic Sites in the Deccan
The First Farmers and Herders (a) Implications of farming and herding (b) Archaeological evidence for crops, animals, houses, tools, pottery, burials, etc. (c) Case study: the North-West and North-East	Chapter 3: The First Farmers and Herders <ul style="list-style-type: none"> Beginning of Agriculture Different Aspects of Neolithic Life Case study: Burzahom and Daojali Hading
The First Cities (a) The settlement pattern of the Harappan Civilisation (b) Unique architectural features (c) Craft production (d) The meaning of urbanism (e) Case study: the North-West	Chapter 4: The First Cities of India <ul style="list-style-type: none"> What is a Civilisation? Distinctive Features of Town Planning Harappan Art and Craft Different Aspects of Indus Valley Life
Different Ways of Life (a) The Vedas and what they tell us (b) A contemporary chalcolithic settlement (c) Case study: the North-West and the Deccan	Chapter 5: The Vedic Age <ul style="list-style-type: none"> The Vedic Literature Chalcolithic Culture in India Case study: Inamgaon
Early States (a) Janapadas to Mahajanapadas (b) Case study: Bihar, Magadha and the Vajji confederacy	Chapter 6: Early States <ul style="list-style-type: none"> Emergence of Mahajanapadas Case study: Vajji

Syllabus	Chapter
New Ideas (a) Upanishads (b) Jainism (c) Buddhism	Chapter 7: Rise of New Religions <ul style="list-style-type: none"> The Upanishads Gautama Buddha and Buddhism Mahavira and Jainism
The First Empire (a) The expansion of the empire (b) Asoka (c) Administration	Chapter 8: The First Empire: The Mauryas <ul style="list-style-type: none"> Extent of Mauryan Empire Ashoka's Rule Mauryan Administration
Life in Towns and Villages (a) The second urbanisation (b) Agricultural intensification (c) Case study: Tamil Nadu	Chapter 9: Life in Towns and Villages <ul style="list-style-type: none"> The Second Urbanisation Improvement in Farming Case study: Arikamedu
Contacts with Distant lands (a) The Sangam texts and long distance exchange Suggested regions: the Tamil region, extending to South-east Asia and the west (b) Conquerors from distant lands: northwestern and western India (c) The spread of Buddhism: North India to Central Asia	Chapter 10: Trade and Contact with Distant Lands <ul style="list-style-type: none"> The Sangam Age and Kingdoms in South India's Contact with the Outside World
Political Developments (a) Gupta Empire and Harshavardhana (b) Pallavas and Chalukyas	Chapter 11: India from 4th Century CE to 7th Century CE <ul style="list-style-type: none"> The Gupta Dynasty Deccan
Culture and Science (a) Literature, including the Puranas, the epics, other Sanskrit and Tamil works (b) Architecture including early monasteries and temples, sculpture, painting (Ajanta) (c) Science	Chapter 12: Art, Architecture and Science <ul style="list-style-type: none"> Literature Architecture Science and Technology

Geography

Syllabus	Chapter
Planet: Earth in the solar system	Chapter 1: The Earth in the Solar System <ul style="list-style-type: none"> The Universe The Solar System Earth—A Unique Planet Satellite
Globe: the model of the earth, latitudes and longitudes; motions of the earth—rotation and revolution	Chapter 2: Globe, Latitudes and Longitudes <ul style="list-style-type: none"> Earth's Rotation, Axis and Poles Lines of Latitude Lines of Longitude Longitude and Time Chapter 3: Motions of the Earth <ul style="list-style-type: none"> Rotation Revolution Formation of Seasons
Maps: essential components of map—distance, directions and symbols	Chapter 4: Maps <ul style="list-style-type: none"> Essential Features of a Map—Scale, Directions, Symbols Types of Maps

Syllabus	Chapter
Four realms of the earth: lithosphere, hydrosphere, atmosphere and biosphere, continents and oceans	Chapter 5: Four Realms of the Earth <ul style="list-style-type: none"> Lithosphere, Hydrosphere, Atmosphere and Biosphere Continents and Oceans
Major relief features of the earth	Chapter 6: Major Landforms of the Earth <ul style="list-style-type: none"> Mountains, Plateaus, Plains
India in the world: physiographic divisions of India—mountains, plateaus and plains; climate; natural vegetation and wildlife; need for their conservation	Chapter 7: India: Location and Physical Features <ul style="list-style-type: none"> Location and Size Political and Administrative Divisions Physical Divisions Chapter 8: India: Climate, Natural Vegetation and Wildlife <ul style="list-style-type: none"> Climatic Variation Natural Vegetation Wildlife

Social and Political Life

Syllabus	Chapter
<p>Unit 1: Diversity</p> <p><i>Section 1</i></p> <ul style="list-style-type: none"> Diversity as a fact of being human What diversity adds to our lives Diversity in India <p><i>Section 2</i></p> <ul style="list-style-type: none"> Prejudice and discrimination Inequality and discrimination Recognition of multiple identities in oneself The Constitution and respect for diversity 	<p>Chapter 1: Diversity</p> <ul style="list-style-type: none"> Understanding Diversity India—A Land of Great Diversity <p>Chapter 2: Prejudice, Discrimination and Inequality</p> <ul style="list-style-type: none"> Diversity, Prejudice and Stereotypes Discrimination and Inequality Striving for Equality
<p>Unit 2: Government</p> <p><i>Section 1</i></p> <ul style="list-style-type: none"> The need for government Decision-making and participation The quest for universal adult franchise through examples of the Suffragette Movement and the anti-apartheid struggle. Various forms of government and absence of collective sanction <p><i>Section 2</i></p> <p>Key elements that influence the functioning of democratic government:</p> <ul style="list-style-type: none"> Participation and Accountability Resolution of Conflict Concerns for Equality and Justice 	<p>Chapter 3: What is Government?</p> <ul style="list-style-type: none"> Role of Government Types of Government Universal Adult Suffrage <p>Chapter 4: Essence of Democracy</p> <ul style="list-style-type: none"> Participation and Accountability Conflict Resolution Equality and Justice
<p>Unit 3: Local Government</p> <p><i>Section 1</i></p> <p>Panchayati Raj</p> <ul style="list-style-type: none"> Description of panchayat including electoral process, decision-making, implementation of decisions Role of a gram sabha Women and the panchayat <p><i>Section 2</i></p> <p>Urban Local Government</p> <ul style="list-style-type: none"> Municipal corporation elections, decision-making structures The provision of water and the work of the municipal corporation Citizens protests to get their grievances addressed <p><i>Section 3</i></p> <p>Rural Administration</p> <ul style="list-style-type: none"> Focus on a land dispute and show the role of local police and <i>patwari</i> On land records and role of <i>patwari</i> On the new inheritance law 	<p>Chapter 5: Panchayati Raj</p> <ul style="list-style-type: none"> Structure of Panchayati Raj Gram Sabha Women in Panchayat <p>Chapter 7: Urban Administration</p> <ul style="list-style-type: none"> Composition of Municipal Corporation Functions of Municipal Corporation and Municipal Council Grievances <p>Chapter 6: Rural Administration</p> <ul style="list-style-type: none"> Administration of a District Maintenance of Land Records and Other Works
<p>Unit 4: Making a Living</p> <p><i>Section 1</i></p> <p>Rural Livelihoods</p> <ul style="list-style-type: none"> Various types of livelihoods prevalent in a village Different types of farmers: middle farmer, landless labourers and large farmers <p><i>Section 2</i></p> <p>Urban Livelihoods</p> <ul style="list-style-type: none"> Difference between primary, secondary and tertiary occupations Descriptions of various types of livelihoods including vegetable vendor, domestic servant, garment worker and bank employee Differences between self-employed, regular employment and wage employment The interlinkage between rural and urban lives through a discussion of migration 	<p>Chapter 8: Rural and Urban Livelihoods</p> <ul style="list-style-type: none"> Rural Livelihoods Urban Livelihoods Migration from Villages to Towns Effects of Migration

A WALKTHROUGH THE SERIES

LET US BEGIN section on the first page of the chapter serves as an ice-breaker or a warm-up session to help learners connect to the topic immediately.

1

WHAT, WHERE, WHEN AND HOW?

Let Us Begin



This is the picture of the first car ever made. List at least five ways in which this car is different from the ones you have seen in your surroundings.

Cheeni's Question

I was searching for a book when I happened to discover my grandfather's old coin collection. I wonder why people collect such coins. Have you seen such old coins? How do they look? Do you think they can tell us something about the life of the people in the period during which these coins were made?



Do you know how old your school is? Who founded it? When was the senior wing built? Does the building look exactly the same as it was built or have there been any changes? Who was the first Principal? What changes have been made in the school uniform since its inception? When did your school first win an interschool sports championship? By finding out the above information about your school, you can tell its history.

What is History?

History is the record of the events which occurred in the past. The term has the word 'Historia' meaning 'enquiry or knowledge acquired by investigation, how and when about the lives of people who lived before us, and helps us

2

CHEENI'S QUESTION provides probing questions raised by Cheeni, the main character of the series, for discussion in the chapter. It also comprises interesting passages to introduce key concepts dealt in the chapter.

How Geography Impacts History?

The physical features of a place have an impact on its history. Let us take the example of India. Long ago, people living here were **hunter-gatherers**. They used to live in forests, hunt animals and fruits to eat. The forests in this region served as a rich source of food, including downy woodpecker, for these early humans. When humans started settling down, the Sulaiman and Kirithar Hills in the northwest, the Garo Hills in the Northeast and the Vindhyas in central India were the regions where agriculture developed in the Indian Subcontinent 8000 years ago.



Map 1.1 Physical Features of India

The earliest cities of the Indian Subcontinent emerged on the banks of Indian rivers. The fertile plains developed on the banks of Ganga river and its tributaries in the North. The Ganga river has supported the growth of agriculture and encouraged the establishment of cities.

The Himalayas acted as a barrier for the invaders and traders from Central Asia for a long time. The mountains had to be crossed through passes, fought battles, and the trade routes were blocked.

THINKING HAT provides an opportunity for introspection and reflection on important aspects related to the topic.

Thinking HAT

Have you heard the proverbs—'Those who don't know history are destined to repeat it' or 'History repeats itself'? What does these proverbs mean?

FACT BOX

Do you know where India gets its name from? It comes from the word 'Indus', the name of a river that flows through India, which is also called **Sindhu** in Sanskrit. There are many other names by which India was known in the past—*Aryavarta, Bharatavarsha, Jambudvipa*, etc.

FACT BOX gives additional and interesting information to generate curiosity in the learners to explore beyond the text.

is a book on medicine written by the 'Father of Indian Medicine', Charaka. The famous political advisor Kautilya's *Arthashastra* is an important book on politics and administration. *Harshacharita*, the biography of King Harshavardhana, written by court poet Banabhatta, reveals about his rule in North India. *Albigun Shakuntala* is a famous Sanskrit play written by Kalidasa.



A painting showing Xuan Zang writing his notes.

Travelogues or the accounts of travellers are also an important source to know about the past. In ancient times, Greek, Roman and Chinese visitors travelled to India. Some of them penned down their experiences. Megasthenes was a Greek ambassador in the court of a famous king Chandragupta Maurya. He documented his experiences and observations in a book titled *Indica*. Fa Xian and Xuan Zang were Buddhist pilgrims who came from China to India. The account written by Xuan Zang provides detailed information about King Harshavardhana's rule. Ibn Battuta was a Moroccan traveller who wrote his observations about the Delhi rulers, in his book *Rihla*.



An English translation of Kautilya's Arthashastra.

Source Based Reading Excerpt

The following is a translation of an excerpt from Kautilya's *Arthashastra*. It tells us about the buildings, drainage system, water storage, laws, units of measurement and currency used 2300 years ago.

Houses, fields, gardens, buildings of any kind, lakes and tanks are each called **Vastu**. Disputes concerning **Vastu** are dependent for settlement on the evidences to be furnished by people living in the neighbourhood... From each house a water-course of sufficient slope at a distance of three paces or 1.5 aratras from it in a continuous line or fall from it into the drain. Violation of this rule shall be punished with a fine of 14 panas... If a pit, steps, water-course, ladder, dung-hill, or in any way obstruct the enjoyment of others, annoyance to outsiders, or in any way injure the wall of a neighbouring house, the owner shall be punished with a fine of twelve panas. If the annoyance is due to faeces and urine, the fine shall be double...

¹¹ambassador: an official representing a foreign country
¹²document: an official paper used as evidence or proof

TRY THIS

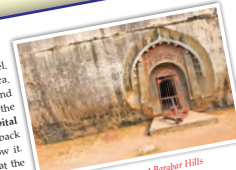
- Imagine that you can time travel and go back several hundred years ago to a kingdom. Make a list of all the things you would like to observe, research about and write down in your travelogue. For example, you can write about the attire of the king, the hairstyles of people or the kind of toys children play with.

SOURCE BASED READING EXCERPT provides exposure to historical texts as important sources of history.

TRY THIS provides hands-on activities for practical implementation of concepts learnt.

Mauryan Art and Architecture

Mauryans took art and architecture to a new level. Chandragupta built several palaces at Pataliputra. Ashoka patronised Buddhism by building stupas and viharas. The most famous pillar erected by him is the Ashoka Pillar at Sarnath. It has the Lion Capital which consists of four lions positioned back to back and the Wheel of Dharma, Ashoka Chakra, below it. The 'Dharmma Chakra' of Ashoka is also placed at the middle of our National Flag.



A rock-cut cave at Barabar Hills.

The edicts of Ashoka have survived for so long because they were written on stones and rocks. The pillars were made of stones quarried from Chunar, south of Varanasi. The pillars were polished to the place where they were supposed to be erected. The mirror-like polish of the pillars stood the test of time.

The rock-cut caves at Barabar Hills near Gaya, Bihar, are another shining example of the Mauryan craftsmanship.

Mauryan Administration

- The Mauryan Empire had an efficient administrative system which had the following features—
- The king enjoyed the highest authority in the kingdom. He was assisted by a council of ministers called **Mantriparishad**.
- For better administration, Chandragupta had divided his kingdom into provinces. These were called **Ujjain, Suvarnagiri, Tosali and Pataliputra** (Prince).
- The provinces were further divided into districts. The heads of the districts were called **Pradesikas**.
- There were blocks and villages under a district. Land tax was the major source of income. Farmers had to pay one-sixth of the total produce of their land.
- People paid taxes to the government. Land and a large part of taxes were spent on it. According to Megasthenes, Chandragupta's army consisted of about 30,000 cavalry¹³, 6,00,000 regular soldiers, 6,000 elephants and 8,000 chariots. The army received regular salaries. The king also had spies to keep an eye on whatever was happening inside and outside the country. Initially, there was more spending on army, weapons, construction of forts, etc. When Ashoka embraced Buddhism, expenses were largely made on spreading Buddhism.
- Pataliputra, the capital, was governed by six committees. Each committee looked into different matters such as trade and commerce, sanitation, taxation, etc.

¹³cavalry: soldiers who fought on horseback

The First Empire: The Mauryas

ENQUIRE AND APPLY section encourages learners to enquire about important points and provides opportunities to think and apply social science concepts.

Enquire and Apply

Do you think there were any women in the committees and the council of ministers in the Mauryan Empire? How has the role of women changed in the government, in present times? Find out.

73



HISTORY

1. What, Where, When and How?	2
2. The Earliest People	12
3. The First Farmers and Herders	22
4. The First Cities of India	30
5. The Vedic Age	40
6. Early States	50
7. Rise of New Religions	57
8. The First Empire: The Mauryas	67
9. Life in Towns and Villages	77
10. Trade and Contact with Distant Lands	84
11. India from 4th Century CE to 7th Century CE	94
12. Art, Architecture and Science	103

GEOGRAPHY

1. The Earth in the Solar System	112
2. Globe, Latitudes and Longitudes	124
3. Motions of the Earth	136

4. Maps	147
5. Four Realms of the Earth	160
6. Major Landforms of the Earth	171
7. India: Location and Physical Features	183
8. India: Climate, Natural Vegetation and Wildlife	199

SOCIAL AND POLITICAL LIFE

1. Diversity	214
2. Prejudice, Discrimination and Inequality	224
3. What is Government?	235
4. Essence of Democracy	242
5. Panchayati Raj	248
6. Rural Administration	254
7. Urban Administration	260
8. Rural and Urban Livelihoods	266

QUESTION BANK 1	276
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QUESTION BANK 2	278
-----------------	-----





History

1

WHAT, WHERE, WHEN AND HOW?

Let Us Begin



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Cheeni's Question

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What is History?

History is the record of the events which occurred in the past. The term has been derived from the Greek word '*Historia*' meaning 'enquiry or knowledge acquired by investigation.' History tells us what, where, how and when about the lives of people who lived before us, and helps us understand the present better.

For example, while designing planes if aircraft engineers know the history of aviation, they would be able to design better planes without repeating the same mistakes that were done before.

How Geography Impacts History?

The physical features of a place have an impact on its history. Let us take the example of India. Refer to Map 1.1. The region around Narmada river has been inhabited by humans for several thousand years. Long ago, people living here were **hunter-gatherers**. They used to live in forests, hunt animals and gather fruits to eat. The forests in this region served as a rich source of food, including animals, roots, fruits and other forest produce, for these early humans. When humans started settling down, the Sulaiman and Kirthar Hills in the northwest, the Garo Hills in the Northeast and the Vindhya in central India were the regions where agriculture developed in the Indian Subcontinent 8000 years ago.



Map 1.1 Physical Features of India

About 4700 years ago, the earliest cities of the Indian Subcontinent emerged on the banks of Indus river and its tributaries. Later, cities developed on the banks of Ganga river and its tributaries in the Northern Plains of India. The plains supported the growth of agriculture and encouraged the establishment of powerful kingdoms and empires.

The Himalayas remained a barrier for the invaders and traders from Central Asia for a long time, but some of them managed to cross these giant mountains through passes, fought battles, acquired

Thinking HAT

Have you heard the proverbs— ‘Those who don’t know history are destined to repeat it’ or ‘History repeats itself?’ What does these proverbs mean?

FACT BOX

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kingdoms, carried out trade and settled here. The southern part of the country is a peninsular region as it is surrounded by three seas—the Arabian Sea in the west, the Indian Ocean in the south and the Bay of Bengal in the east. Traders and pilgrims¹ not only entered through mountain passes but also arrived through sea routes. Some returned home while many stayed back, which contributed in shaping the Indian culture and led to the development of new architectural styles, musical genres² and cuisines.

Time Frame

Humans didn't start reading and writing in their hunting-gathering days. They developed their languages and scripts much later. Therefore, there is no written record of the times when scripts had not been developed. This period, of which there is no written record available, is known as **Prehistory**. The earliest written records that historians have found are in the form of symbols, some of which haven't been completely deciphered³. This time frame which has very little written record is called **Protohistory**. The time frame after the invention of writing is categorised as **History**.

Timeline

Read the following passage on the history of Indian Railways.

In 2014, the Indian Government announced the first bullet train. A few decades later, in 1969, Rajdhani Express became India's first superfast train making railway journey faster and more comfortable. The first Indian electric train was launched in 1925. The British introduced railway network in India. The first train service in India started from Bombay to Thane in 1853.

Does the above passage make sense?

If history is not narrated in the correct sequence or order, one cannot understand it. To know our past, we need to know what happened, when it happened and the sequence in which it happened. In order to understand the relation between dates and events of the past, historians use a scale called timeline. A **timeline** represents the occurrence of events in a sequence or a **chronological** order, i.e. from the earliest to the latest. **Chronology** is the sequence in which a series of events happen. Now, look at the timeline of Indian Railways below.



First passenger train running from Bombay to Thane

Timeline



Timeline of Indian Railways

¹pilgrim: a person who travels for visiting holy places

²genre: type or style of art, music, literature

³decipher: to infer or find the meaning of something



Counting Years

Which year are you in? How are years counted?

You might come across dates **denoted**⁴ by **BC** or **AD**. The abbreviation AD stands for the Latin word *'Anno Domini'* which literally means 'in the year of the Lord'. BC stands for 'before the birth of Christ'. Jesus Christ was the founder of Christianity. The dates before the birth of Christ are counted backwards. For example, 200 BC means 200 years before the birth of Christ. The year 2019 AD means it's been 2019 years since the birth of Christ. If a year is not denoted by either BC or AD, it is assumed that it is followed by AD.

Nowadays, historians use **BCE** instead of BC and **CE** instead of AD, which mean 'Before Common Era' and 'Common Era', respectively. The Common Era begins from year 1 and the following years are counted forward. Circa or c. is used for approximate dates.

To Explain Further

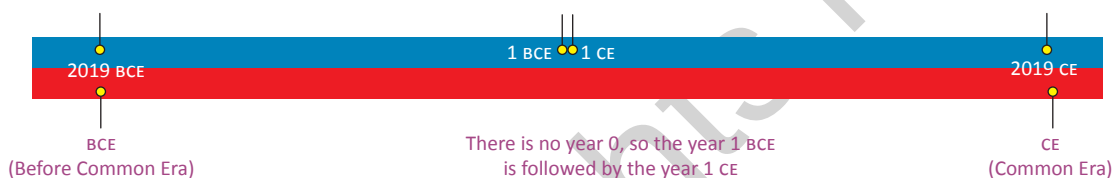
Whenever you see BC after a date, just add to it the current year.

$$200 \text{ BC} = 200 + \text{current year}$$

For example, if we are in the year 2019, add 200 to 2019. It means we are talking about something that happened 2219 years ago.

$$200 \text{ BC} = 200 + 2019 = 2219 \text{ years ago}$$

Timeline



Sources of History

In order to **reconstruct**⁵ history, historians have to investigate and find the hidden clues or evidence left behind by the people from the past. There are several sources from which historians gather this information. They can be grouped into two main categories: **archaeological** and **literary**.

Archaeological Sources

The scientific study of ancient buildings and monuments, works of art, coins, pottery and tools from the past is called **archaeology**. This is done through **excavation** or digging the ground to unearth historical objects. A person who studies or examines these objects is known as **archaeologist**. Let us read about some archaeological sources and how they are used in the study of the past.

Monuments are old buildings, temples, tombs, forts and palaces. They reveal the architectural styles, religious beliefs, technological advancement and lifestyles of people living in a particular era.



An archaeologist excavating a site

⁴denote: to indicate something

⁵reconstruct: to build or create something again



Cave paintings made by early humans in Bhimbetka

In some **caves**, such as Bhimbetka in Madhya Pradesh, paintings made by prehistoric people are preserved. These are called **cave paintings**. These help us find out the practices of prehistoric humans who inhabited this region.



Old coins discovered in an excavation

The study of coins is called **numismatics**. Coins made of gold, silver, copper and bronze have been discovered in excavations. Some coins bear the names of rulers under whose **reign**⁶ they were made. They help historians in finding out the extent of an empire and its economic condition.

Inscriptions are the writings on hard surfaces such as rocks, pillars, temple walls and metal plates. The study of inscriptions is called **epigraphy**. Inscriptions provide valuable information about the rulers and their views, as well as the date and extent of the empires. For example, Ashokan Pillars bear inscriptions of Emperor Ashoka's ideas of a moral life.



Inscription on Ashokan Pillar at Feroz Shah Kotla, Delhi

Excavated **pottery** including pots, pans and vessels, reveals the eating habits of people in the past. The bones of animals and seed grains are also studied by archaeologists to infer food habits. Pottery also gives information about the craftsmanship of a particular



Utensils from ancient period

period and provides evidence of trade between early states.

By studying excavated **ornaments**, archaeologists come to know about the knowledge of people about metals. Similarly, **artefacts**, weapons, tools, etc. reveal about the material used by people in olden times.

Burial sites disclose the burial practices and the beliefs of people about life and death.

⁶reign: period during which a king or a queen rules

Enquire and Apply

Find out how archaeologists identify a place for carrying out an excavation. For example, by referring to old maps. Make a list of such documents used by archaeologists.

FACT BOX

Carbon-14 dating is a way of finding out the age of once living bodies and archaeological artefacts, made of organic material, up to about 50,000 years old. It is used in dating things such as bones, cloth, wood and plant fibres. You know that we breathe in oxygen and breathe out carbon dioxide. Therefore, all living organisms have carbon as an essential element in them. However, once an organism dies, this exchange of carbon with the atmosphere stops. The amount of carbon in the object starts decreasing with time. By measuring the quantity of a specific type of carbon atoms, scientists are able to tell the age of the object.

Literary Sources

All written records of the past are considered as literary sources. Literary sources comprise all kinds of handwritten texts known as **manuscripts**. Manuscript comes from the Latin word 'manu' meaning hand. In olden times, palm leaves or bark of the birch tree were used to write manuscripts. Our understanding of history is largely based on the information gathered from literary sources. Literary sources are further classified into two kinds—**religious literature** and **secular or historical literature**.



A manuscript on dried palm leaves

Religious Literature

Holy texts or scriptures comprise **religious literature**. In India, we have scriptures belonging to different religions. These scriptures are a good source of information to know about the prevalent social condition, status of women, religious beliefs and practices of the people. Sources such as Vedas, *Tripitakas* (Buddhist) and *Angas* (Jains), and **epics** such as *Ramayana* and *Mahabharata* help historians understand the religious beliefs and traditions prevailing at the time they were written.



Scenes depicting episodes from Ramayana and Mahabharata

Secular Literature

Secular or historical literature includes **biographies**⁷, **autobiographies**⁸, poems, dramas, **chronicles**⁹, written accounts of travellers and books written on a variety of themes. For example, *Charaka Samhita*

⁷**biography**: an account of a person's life written by someone else

⁸**autobiography**: an account of a person's life written by the person herself/himself

⁹**chronicle**: a factual written record of events

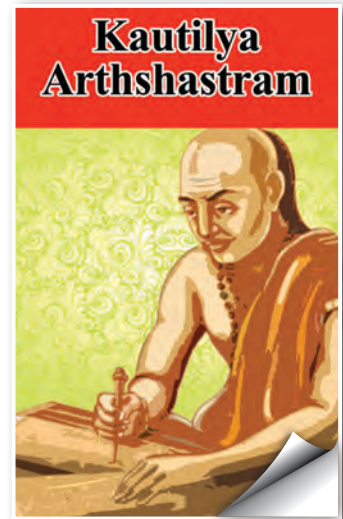
is a book on medicine written by the 'Father of Indian Medicine', Charaka. The famous political advisor Kautilya's *Arthashastra* is an important book on politics and administration.

Harshacharita, the biography of King Harshavardhana, written by court poet Banabhatta, reveals about his rule in North India. *Abhigyan Shakuntalam* is a famous Sanskrit play written by Kalidasa.



A painting showing Xuan Zang writing travel notes

Travelogues or the accounts of travellers are also an important source to know about the past. In ancient times, Greek, Roman and Chinese visitors travelled to India. Some of them penned down their experiences. Megasthenes was a Greek **ambassador**¹⁰ in the court of a famous king Chandragupta Maurya. He **documented**¹¹ his experiences and observations in a book titled *Indica*. Fa Xian and Xuan Zang were Buddhist pilgrims who came from China to India. The account written by Xuan Zang provides detailed information about King Harshavardhana's rule. Ibn Battuta was a Moroccan traveller who wrote his observations about the Delhi rulers, in his book *Rihla*.



An English translation of Kautilya's Arthashastra

Source Based Reading Excerpt

The following is a translation of an excerpt from Kautilya's *Arthashastra*. It tells us about the buildings, drainage system, water storage, laws, units of measurement and currency used 2300 years ago.

Houses, fields, gardens, buildings of any kind, lakes and tanks are each called Vastu. Disputes concerning Vastu are dependent for settlement on the evidences to be furnished by people living in the neighbourhood ... From each house a water-course of sufficient slope at a distance of three padas or 1.5 aratnis from the neighbouring site shall be so constructed that water shall either flow from it in a continuous line or fall from it into the drain. Violation of this rule shall be punished with a fine of 54 panas ... If a pit, steps, water-course, ladder, dung-hill, or any other parts of a house offer or cause annoyance to outsiders, or in any way obstruct the enjoyment of others, or cause water to collect and thereby injure the wall of a neighbouring house, the owner shall be punished with a fine of twelve panas. If the annoyance is due to faeces and urine, the fine shall be double ...

TRY THIS

Imagine that you can time travel and go back several hundred years ago to a kingdom. Make a list of all the things you would like to observe, research about and write down in your travelogue. For example, you can write about the attire of the king, the hairstyles of people or the kind of toys children play with.

¹⁰ **ambassador:** an official representing a foreign country

¹¹ **document:** an official paper used as evidence or proof

Different Pasts

People living in different regions of the country speak different languages, eat different kinds of food and wear different types of clothes. The traditions and rituals that a person living in Kanyakumari follows might be very different from the ones practised by somebody living in a village in Mizoram. Just as their present varies, their history may also vary. They might have different historical role models and tales of bravery.

The life of kings and their battles are well-documented in biographies and official records. But the lives of commoners such as carpenters or farmers weren't recorded like those of the royals. Therefore, archaeological evidence is useful in studying their lives.

However, it is important to understand that there can be several 'pasts' or different people can look at historical events differently.

Elsewhere in the World

Rosetta is an ancient town in Egypt, which is located in Africa and had a civilisation 5000 years ago. A stone slab with inscriptions in three languages—Greek, Egyptian hieroglyphs and Demotic Egyptian—was discovered in Rosetta in 1799. The stone was inscribed in 196 BCE. This stone was useful in deciphering Egyptian hieroglyphs, a script of the Egyptians which was pictographic. Look at the image below for Egyptian hieroglyphic script.



Egyptian hieroglyphs

Summary

- History is the record of events which occurred in the past.
- On the basis of written records, history is divided into three different time frames—Prehistory, Protohistory and History.
- The time frame after the invention of writing is known as History.
- A timeline represents the occurrence of events in a sequence or chronological order.
- Dates are denoted by BC or BCE and AD or CE.
- Sources of history can be grouped into two main categories—archaeological and literary.
- Archaeological sources include monuments, coins, inscriptions, artefacts, pottery, ornaments, burials, etc.
- Literary sources include religious literature such as scriptures and epics, and secular literature such as travelogues and biographies.

Things I Know

I. Tick the correct answer.

- a. Out of the following places, where did agriculture begin in India?
 - i. Vindhya
 - ii. Aravalli Range
 - iii. Western Ghats
- b. What is the time frame after the invention of writing known as?
 - i. Prehistory
 - ii. Protohistory
 - iii. History
- c. The study of coins is called _____.
 - i. numismatics
 - ii. chronology
 - iii. excavation
- d. *Charaka Samhita* is a book on _____.
 - i. religion
 - ii. medicine
 - iii. politics
- e. *Tripitakas* are a part of _____.
 - i. secular literature
 - ii. archaeological evidence
 - iii. religious literature

II. Give one word answers.

- a. Hills in Northeast India where agriculture began _____
- b. Digging the ground to unearth historical objects _____
- c. Writings on hard surfaces such as rocks, temple walls and pillars _____
- d. Written accounts of a traveller _____
- e. The scientific study of ancient buildings and monuments, works of art, coins, pottery and tools _____

III. Calculate

There is an artefact that archaeologists have just recovered in an excavation. They have dated it to 1400 BCE. Calculate how many years old the artefact is.

IV. Short Answer Questions

- a. What is history?
- b. Differentiate between Prehistory and Protohistory.
- c. Define chronology. What does a timeline represent?
- d. What is a manuscript? What type of materials were used for writing manuscripts in olden times?
- e. Name the two main sources of history and explain them using an example.

V. Long Answer Questions

- How do physical features of a region have an impact on its history? Explain describing the physical features of India.
- How are dates classified as BC/BCE and AD/CE? Draw a timeline to explain it.
- What are archaeological sources of history? Name and explain any three of them.
- 'There can be different pasts.' Justify this statement with the help of an example.
- Suppose you are an archaeologist studying 30,000 year old cave paintings. Which time frame of history would you be studying? What will be your source of information?

Things I Do

I. Project

Imagine that you are an archaeologist. You have to prepare for your first excavation. Do some research and make notes of the following:

- the tools you will use for excavation
- the instruments you will use to identify the exact spot of excavation
- how you will place the excavated objects after the digging
- where you will take the excavated artefacts after the digging

II. Map Work

On an outline map of India, mark and label the following:

- the mountains through which invaders came to India
- one place where agriculture began in India
- the river next to which cities emerged 2500 years ago

III. Values in Life

On a visit to a historical monument, you notice your classmates scribbling on the walls and throwing biscuit wrappers in the complex. What would you do to make them realise the importance of preserving monuments?

IV. Web Links

- <https://www.youtube.com/watch?v=Wfi7OIQWNbI>

2

THE EARLIEST PEOPLE

Let Us Begin



This picture is showing a thumb. Try and pick up something without using your thumb. Can you list any five animals that have thumbs?

Cheeni's Question

I just watched a film named 'Jurassic Park'. Do you know that dinosaurs survived on the earth for nearly 160 million years? Do you think humans ever met dinosaurs? How long have humans lived on this planet?



Humans have inhabited the earth for millions of years. But according to scientists, humans who lived millions of years ago didn't appear, behave or live like us. In fact, there is evidence to show that we share our ancestors with apes.

Beginning of Human Journey

Millions¹ of years ago, humans started **evolving**² and turned into **upright**³ modern humans. They were able to stand straight, could walk on their feet and were able to hold or grasp things and throw them with accuracy using their thumbs. During this process, they led a nomadic life and did not do farming.

¹**million:** ten lakhs

²**evolve:** to develop gradually

³**upright:** to sit or stand in a position where back is straight

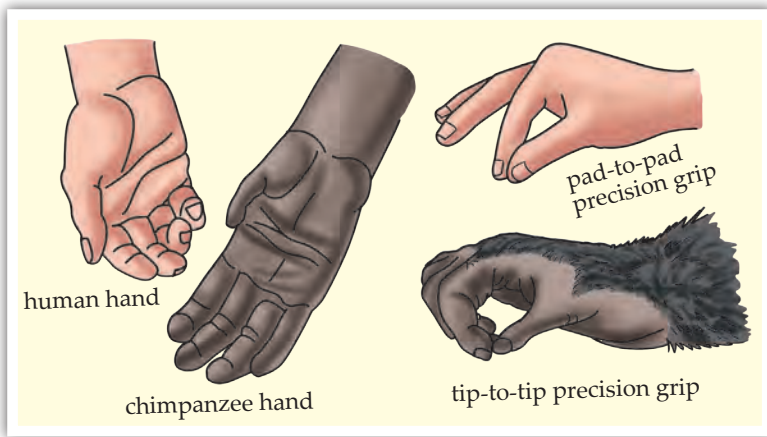


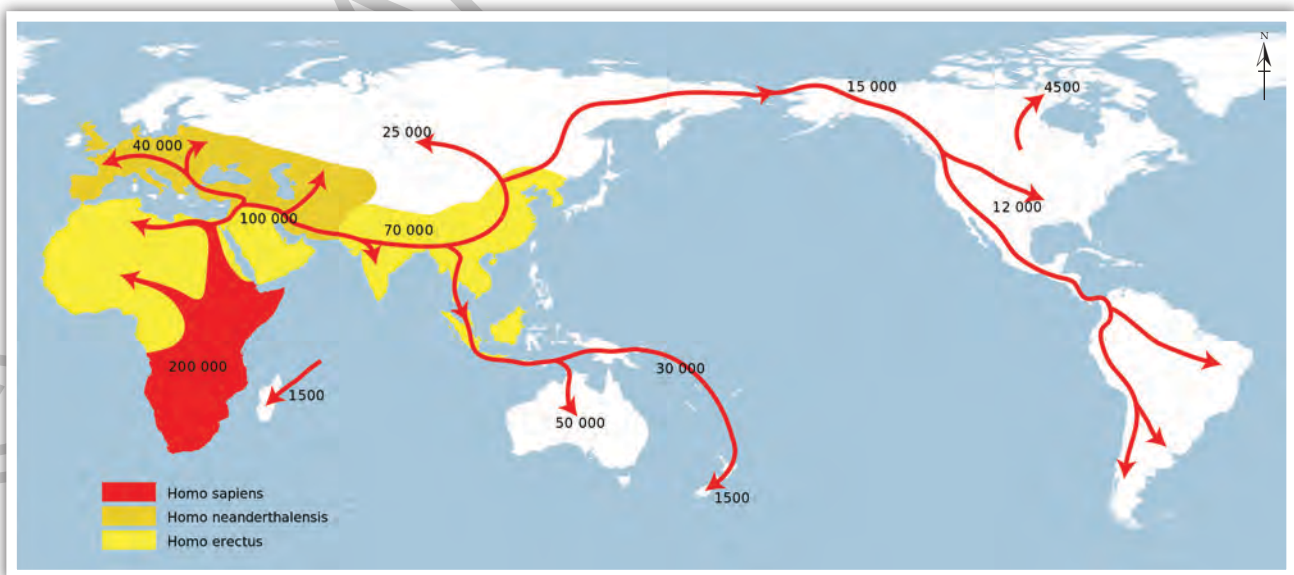
Fig 2.1 Difference between a human hand and a chimpanzee hand

- Since hunter-gatherers were dependent on hunting animals, their movement was also dependent on the movement of game animals or the animals they used to hunt.
- The availability of fruits depends on seasons which might have also forced hunter-gatherers to move.
- People living near seasonal rivers might have had to move in search of water in summers, or due to floods in the rainy season.

Evidence such as skeletons and bones reveal that early humans moved from Africa to other parts of the world. That is why, Africa is called the '**cradle of humankind**'. *Homo sapiens* or the modern humans migrated from Africa about 2 lakh years ago.



Hunter-gatherers hunting a rhinoceros



Map 2.1 Movement of early humans from Africa to the rest of the world

Stone Age

In order to carry out tasks such as hunting and gathering fruits, hunter-gatherers started using stones to make tools. These stone tools have been discovered by archaeologists during various excavations. Early humans used them for cutting meat and bone, scraping tree barks, chopping fruits and making spears and arrows, which they improved with time.

This period of human development is based on the study of stone tools developed by them. Therefore, it is called the **Stone Age**.


Stone Age is divided into three phases:

- **Old Stone Age or Palaeolithic Age** (from Greek words 'Palaeo' meaning old and 'lithos' meaning stone)
- **Middle Stone Age or Mesolithic Age** ('Mesos' means middle)
- **New Stone Age or Neolithic Age** ('Neos' means new)

The Palaeolithic Age or the Old Stone Age comprises 99% of human history. This period extends from about 2 million years ago to nearly 12,000 years ago.

FACT BOX

The fossil of an ancestor of humans was found in 1974. It is a 3.2 million years old fossil, discovered at the site of Hadar, in Afar region of Ethiopia. Archaeologists named it 'Lucy'. Lucy is also called the 'Mother of Man'.

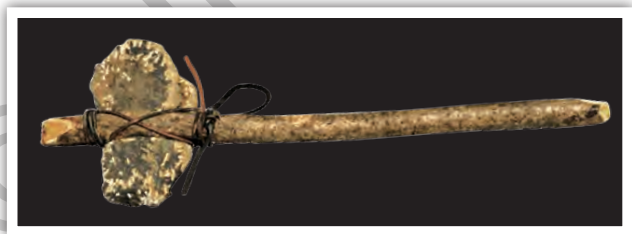


Palaeolithic Age (about 2 million years ago to 10,000 BCE)

Palaeolithic humans hunted wild animals and collected fruits, roots, seeds and nuts for food. As food resources at one place could not support a large group of people, they moved from one place to another or led a nomadic life. They moved and lived in groups to protect themselves from different kinds of dangers. This also made hunting of big animals easier. They lived in caves or treetops to protect themselves from wild animals. They used leaves and bark of trees or hides of animals to cover their bodies. These clothes also enabled them to face extreme weather conditions.

Tools and Weapons

Initially, tools made were **crude**⁴ and heavy. Palaeolithic humans made weapons such as axe-heads, hammers and choppers. Later, tools were made of flakes of hard stones called **flint**. These tools were very sharp and might have been used as scrapers, choppers or knives. Towards the end of the Palaeolithic Age, humans started using these stone tools as **spears** by tying them to wooden sticks.








A Palaeolithic Period axe with a wooden handle



Spear used by Palaeolithic humans

⁴crude: rough or inaccurate

Table 2.1 Categories of Palaeolithic stone tools			
Tool	Features	Purpose	
Hand-axe	pear-shaped with sharp edges on all sides	for cutting or smashing objects	
Chopper	created by sharpening the thinner edge of the stone	for chopping meat	
Cleaver	wide chisel-type edge	for cutting stones or small branches	
Arrow-head	pointed, arrow-head shape	for killing animals from a distance	
Scraper	long flat cutting edges, slightly curved	for cleaning or scraping skin of animals	

Palaeolithic humans used two main techniques to make stone tools:

1. **Stone on stone:** In this technique, a stone was held in one hand and was struck with another stone which was used as a hammer. This was done to remove the flakes until the desired shape was obtained. Archaeologists call the resultant stone a '**core**'.
2. **Pressure flaking:** In this technique, pressure was applied by using a pointed stick or a bone near the edge of a flake or a blade, to detach small flakes from both sides. The resultant flakes were used to make more **sophisticated**⁵ tools.

These tools have been discovered by archaeologists in different layers of the earth. The tools found in the lower layers are the oldest and said to belong to the **Lower Palaeolithic Period**, those found in the middle layers belong to the **Middle Palaeolithic Period** and the ones found in the topmost layer belong to the **Later** or the **Upper Palaeolithic Period**. Remember,

⁵sophisticated: refined

Enquire and Apply

Go into your kitchen or look for the tool box in your house. With the help of your parents, find and list the corresponding modern tools for the Stone Age tools mentioned in Table 2.1. For example, peeler for scraper



Fig 2.2 (a) Stone on stone technique

(b) Pressure flaking technique



Cave painting, Lascaux, France

the deeper the layer of the tool, the older the time period it belongs to.

Palaeolithic Art

Archaeologists have found cave paintings or rock paintings in many caves located in different parts of the world. Some famous cave painting sites are Altamira in Spain, Lascaux in France and Bhimbetka in India. Most of the earlier cave paintings showed animals such as rhinoceroses, bisons and deer, and depicted hunting scenes.

Palaeolithic humans painted with their fingers in the beginning. They used lumpy pigment⁶, pads of

moss⁷, and minerals such as ochre⁸ and charcoal for colour, while brushes were made of animal hair or vegetable fibre. They also used reeds or specially hollowed bones.

Use and Control of Fire

Early humans had probably seen forest fires and were possibly aware of the damage they could cause. But they gradually learnt to make, control and use fire. Fire helped in scaring away wild animals, keeping caves warm, cooking meat and to see in the dark. Traces of ashes have been found in the Palaeolithic site of Kurnool, Andhra Pradesh. Similar evidence in a cave in Chesowanja, Kenya, suggest that humans learnt to control fire in the Palaeolithic period. But, there were no

TRY THIS

Imagine that you are a Palaeolithic human.
Collect some big stones.
Use natural colours to make paintings on them.

Thinking HAT

What does the cave painting in Lascaux, France, depict? Why did early humans mostly paint animals and hunting scenes?



Early humans using fire

⁶pigment: a natural substance in plants and animals

⁷moss: a very small green/yellow plant that grows on damp surfaces

⁸ochre: red or yellow earth used in paints

matchsticks or lighters back then. Then how did humans make fire? They might have rubbed pieces of flint stones or two sticks together to create sparks. Flint rocks were very useful in creating fire.

Palaeolithic Sites in India

Most of the Palaeolithic sites have been found near river valleys or sources of water. It has also been found that these sites were located near the areas where good quality stones were available. These sites have been classified as **factory sites**, i.e. places where stone tools were made. At some sites, people lived for longer duration. These sites are called **habitation-cum-factory sites**.

Palaeolithic sites in India include Hunsgi in Karnataka and Bhimbetka in Madhya Pradesh. Several natural caves and rock shelters have been found in the Deccan Plateau and the Vindhyas.

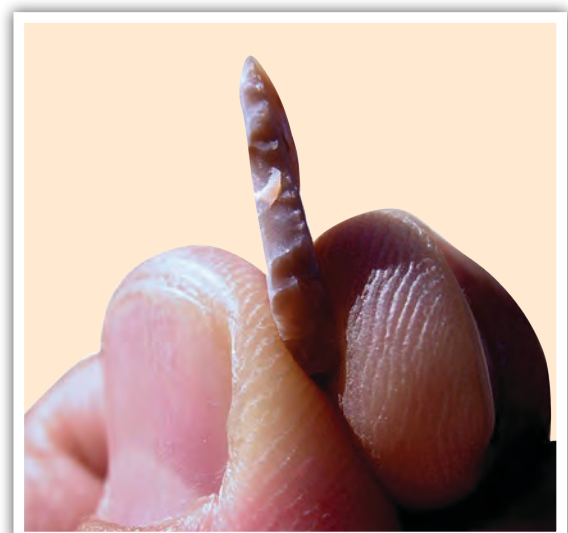
Mesolithic Age (10,000 BCE to 8000 BCE)

The period roughly from 12,000 years ago to 10,000 years ago is called the Mesolithic or the Middle Stone Age. By this time, humans had learnt to make more sophisticated stone tools which were also tiny in size. Hence, they are called **microliths**. Microliths were tied to handles of bones or wood to make saws and sickles. However, older varieties of tools remained in use.

Some regions did not experience a Mesolithic period as they began farming earlier. Two important Mesolithic sites in India were Bagor, located in Rajasthan, and Adamgarh, located in Madhya Pradesh.



Map 2.2 Palaeolithic sites in India



A picture showing the relative size of a microlith

Changing Climate

The earth keeps experiencing changes in its climate. **Ice Age** is a period when global temperatures dip and the earth gets covered with continental ice sheets and glaciers. The last Ice Age ended 12,000 years ago. Therefore, the favourable climatic conditions made farming possible in the last 10,000 years.

Changes in the climate led to an increase in the number of animals that survived on grass. Those who hunted these animals now studied their food habits and their **breeding**⁹ seasons. Gradually, they learnt to rear these animals themselves. Several grain-bearing grasses, such as wheat, barley and rice started growing naturally in different parts of the subcontinent. It is believed that humans may have collected these grains and learnt how to grow them.

Neolithic Age (8000 BCE to 3000 BCE)

About 8000 BCE or 10,000 years ago, humans began to produce their own food and it was the beginning of a settled life. They began to domesticate animals.

Humans changed from hunter-gatherers to producers and herders. The Neolithic Age or the beginning of farming varies across different parts of the world. You will study more about this period in the next chapter.

FACT BOX

Scientists are able to learn about the earth's climate in the past by studying the sediments at the bottom of the oceans, the layers of glaciers and ice caps, and the rings of trees. Natural features and organisms have different types of layers, bands or rings that represent a fixed duration of time. These layers and rings vary in thickness, colour and chemical structure according to their age.



Palaeolithic Sites in the Deccan–Hunsgi Valley

One of the most important Palaeolithic sites discovered in India is in Hunsgi and Baichbal Valleys in Karnataka. Hunsgi is situated in the fertile plain between Krishna river and its tributary, Bhima. Excavations here have revealed Palaeolithic habitation-cum-factory sites. Nearly 200 sites have been discovered in this region.

The region has several springs, which possibly supplied water to the people who inhabited this site. The availability of a perennial water source, raw material such as limestone for tool-making, and a wide variety of plants and animals for food may have made this a popular site for Palaeolithic humans.

Most of the tools found here consist of hand-axes, cleavers, scrapers, knives and blades. These tools were used for a variety of purposes such as for hunting, killing and skinning animals, and digging roots and tubers. A small rounded tool called 'end scraper' was used to scrape hides. It had a bone handle.

Do you know if the earth's life could be compressed into one year, modern humans would appear around the midnight hour of December 31? This means humans appeared much later than a lot of species on the earth! Yet human activities have had a huge impact on the environment and different aspects of the planet's life.

⁹**breeding:** producing young ones of animals

Elsewhere in the World

Cave paintings dating back to more than 35,000 years have been discovered in Sulawesi, Indonesia. These include 12 hand stencils and two animal depictions, a pig-deer and a wild pig, at seven limestone cave sites in the southwest of Sulawesi.

The hand stencils might have been made by blowing, spraying or spitting paint over an outstretched hand. These look like personal signatures on a wall.



A cave painting showing hand stencils and an animal

Timeline



Summary

- Millions of years ago, humans started evolving and turned into upright modern humans called *Homo sapiens*.
- Early humans were hunter-gatherers and led a nomadic life.
- The period of human development which is based on the study of stone tools developed by humans is called the Stone Age.
- It is divided into three phases—Old Stone Age or Palaeolithic Age, Middle Stone Age or Mesolithic Age and New Stone Age or Neolithic Age.
- Palaeolithic stone tools were initially crude and heavy but became more sophisticated later.
- Palaeolithic humans lived in groups, made cave paintings and learnt to make and use fire.
- Microliths were tiny tools developed in the Mesolithic or the Middle Stone Age.
- Humans began farming about 10,000 years ago in the Neolithic period.

Things I Know

I. Write True or False for the given statements.

- Since hunter-gatherers were dependent on hunting animals, their movement was also dependent on the movement of animals.
- Traces of fire have been found at the Palaeolithic site of Kurnool, Andhra Pradesh.
- Early humans did not live in habitation-cum-factory sites.
- Neolithic Period is the Middle Stone Age.
- Ice Age is a period when global temperatures dip and the earth gets covered with continental ice sheets and glaciers.

II. Guess the following.

- The continent called the 'cradle of humankind' _____
- Hard stone out of which flakes were made _____
- The stone-making technique in which pressure was applied on the base stone _____
- The sites where stones tools were made _____
- Tiny tools of the Mesolithic Period _____

III. Write the purpose of the tools in the table given below.

Tool	Purpose
Hand-axe	
Chopper	
Cleaver	
Arrow-head	
Scraper	

IV. Short Answer Questions

- What is the Stone Age? What are the three phases of the Stone Age?
- Describe any one stone-making technique used in the Stone Age.
- Name any two tools used by humans during the Stone Age. Explain their uses.
- What were habitation-cum-factory sites in the Palaeolithic period?
- What are microliths and which period do they belong to?

V. Long Answer Questions

- State the possible reasons that made hunter-gatherers move from one place to another.
- Describe the different aspects of Palaeolithic life.
- What did Palaeolithic humans use to make cave paintings? What do these paintings depict?
- 'Climate change was a boon for agriculture.' Justify this statement.
- Highlight the importance of Hunsgi as a Palaeolithic site.

Things I Do

I. Project

Suppose you are a scientist doing research on Stone Age humans. Find out about the evolution of humans during this period from Homo Erectus to Homo Sapiens. You can use pictures and facts to show the process of how we evolved.

II. Values in Life

Early humans learnt to make tools and used them with great difficulty. Think of two ways each in which our life is simpler and two ways in which it is more difficult than that of early humans.

III. Web Links

- <http://news.nationalgeographic.com/news/2014/10/141008-cave-art-sulawesi-hand-science/>
- <http://humanorigins.si.edu/education/introduction-human-evolution>

3

THE FIRST FARMERS AND HERDERS

Let Us Begin



Can you guess the object shown in the picture? List the ways in which it is helpful to people in rural India.

Cheeni's Question

I visited our ancestral village a few months back. There, I saw farmers tilling the fields for planting seeds. While some of them were sowing seeds directly in the soil, others were transplanting seedlings in a farm filled with knee-high water. I wonder how humans learnt different kinds of farming techniques.



Have you ever wondered how the vegetables in your refrigerator and the grains in your kitchen are grown? Do you know how hard a farmer has to work to grow food for you? Are you aware of the efforts that our ancestors put in to learn farming? Let us study the history of farming in this chapter.

Beginning of Agriculture

You have read in the previous chapter that the period from around 8000 BCE to 3000 BCE is called the **Neolithic Age**. After a change in the climate due to the end of the Ice Age, humans began farming and **transformed**¹ from hunters and gatherers to farmers and herders.

¹transform: completely change

Neolithic settlements have been found in several regions of the Indian subcontinent. Among the excavated sites, the main ones are Burzahom and Gufkral in Jammu and Kashmir, Chirand in Bihar, Koldihwa in Uttar Pradesh, Daojali Hading in Assam, Paiyampalli in Tamil Nadu and Mehrgarh in present-day Pakistan.

Having been food gatherers for millions of years, humans learnt to plant crops and became aware of the harvest cycles. They grew crops such as wheat, barley, rice, millet and pulses. They learnt to **plough**² the land before sowing the seeds as it broke up the hard soil. Due to the improvement in agricultural practices, agricultural output also increased.

This improvement in agriculture brought about many changes in the way people lived. People produced food in excess which allowed them to save food till the next harvest. The **surplus**³ food produced could be exchanged for other goods that people required, such as axes and leather. This might have led to the beginning of **barter** system.

Neolithic humans had not only learnt to grow food crops but also plants, such as flax and cotton, whose fibres were used to weave clothes, tents and rugs.

In some areas, men and women continued to be hunter-gatherers, while some Neolithic people did farming and hunting simultaneously.



Map 3.1 Neolithic sites in India



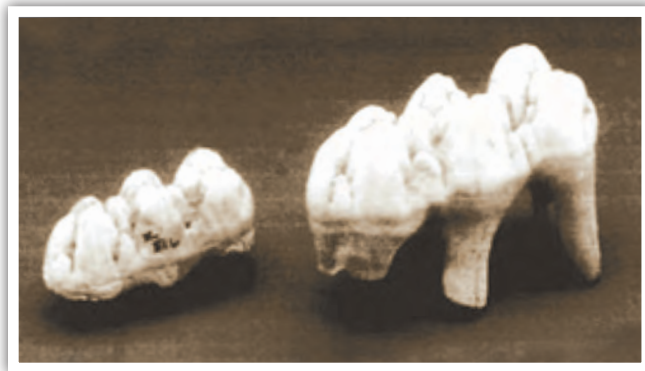
Neolithic farmers harvesting crops

²plough: turn up the earth before sowing
³surplus: quantity more than you need

Early farmers might have faced droughts, floods, crop failures, etc. which would have affected them in a much different way as compared to their hunting-gathering phase. But, these first farmers must have learnt to deal with such **adversities**⁴.

Domestication and Herding of Animals

During the Neolithic period, humans discovered the importance of domesticating animals. They must have realised that animals such as cows, goats, sheep and hen were a regular source of milk and meat. These **livestock**⁵ animals not only provided dairy-based products and protein diet but were probably also used for barter. However, the first animal to be domesticated was dog. Some of the animals such as horses, oxen and bulls might have been used to plough the fields. Remains of animal bones and animal shelters found at Neolithic sites prove the domestication of these animals. Bones of sheep and goats have been excavated at Neolithic sites in Karnataka. Cow pens and cow dung have been found at several places in some regions of Andhra Pradesh which indicates that people collected cow dung. It could have been used as a fertilizer, fuel or building material.



Sets of teeth of a pig and a dog, excavated from a Neolithic site

Social Life

As people began farming, they couldn't leave their farms as they had to wait until the harvest season was over and protect the crops from wild animals. They worked hard on their fields, so working on a new piece of land somewhere else, from scratch, might have been a difficult task. As a result, settled life became an **integral**⁶ part of agriculture.

Once people settled down, they might have felt the need to have new rules and laws and a leader to maintain law and order. This period probably also saw the beginning of **division of labour**. Some people would have made tools, some would have started weaving, some

⁴**adversity**: tough or unpleasant situation

⁵**livestock**: animals kept on a farm

⁶**integral**: an essential part of something

TRY THIS

Imagine that your classmates and you are living in Neolithic Period village. Divide your roles and enact how the barter system would have been used for exchanging goods.

Neolithic people also became herders. **Herding** is the act of bringing together and maintaining animals. The animals domesticated by humans needed to be fed and kept safe. They often required to be moved from one place to another in search of fresh pasture or grass for grazing. The people who were involved in herding had a relatively more nomadic life than the ones who were involved in crop-based farming.

Thinking HAT

Why is a dog called 'a human's best friend?' Does this saying have anything to do with the fact that dogs were the first animals to be tamed by humans?

would have taken the animals for grazing, while some would have been involved in agriculture.

People in the Neolithic period were buried after death. Inside burial pits at Neolithic sites such as Mehrgarh, pottery and dead remains of a goat have been discovered. This may imply that they might have believed that the person was going to eat it during his/her journey to the other world.

However, not much is known about the religious beliefs of Neolithic people. They probably worshipped forces of nature such as the sun, the moon and the stars.

Neolithic Houses

As the needs of agriculture demanded settlement in one place, people started constructing shelters that were more permanent. They had storage areas for storing the surplus grains. The houses had clay and stone **hearths**⁷ that were **ventilated**⁸ through a hole in the roof. Cooking hearths have also been found outdoors which implies that people might have cooked outside their houses too, depending on the weather.

Some people built pit-houses, i.e. they were dug into the ground. Some even started living in brick houses. The stronger, sturdier walls might have provided a sense of security to people who would have wanted to protect their food from animals and adverse weather conditions.

As a place remained inhabited for a very long period of time, the older structures or houses were replaced by new ones or new ones were built over old ones creating a **mound** or a small hill in the process. When archaeologists dig these mounds, the objects they find in the top layers are considered to be from a later period than the ones in the lower layers.

Tools

As farming gained importance, there was a demand for better and more effective tools. Sickles and reaping knives were developed to

⁷**hearth:** floor of a fireplace

⁸**ventilated:** allowed fresh air to enter and pass through

FACT BOX

Stonehenge is a Neolithic and Bronze Age structure in Salisbury, England. It includes massive rocks laid in concentric circles surrounded by several hundred burial mounds.



Stonehenge



A Neolithic pit-house



Tools used by Neolithic people



Polished tools of Neolithic Period

Enquire and Apply

Find out what is a mortar and pestle and what is it used for. Find out their name in your native language. If you have a pair at home, try grinding a food item in it, with the help of your parents.

harvest crops. Heavy tools were used for digging and levelling the land. Grinding stones were made for processing cereals and other grains. Mortars and pestles were also used for grinding grains and other plant produce. Stone axes were used to cut down trees. Neolithic people used polished stones as they needed sharper and more refined tools. The wooden plough was invented during this period.

However, tools of the Palaeolithic period continued to be made, some of which were made of bones too. A wide range of bone points, **awls**⁹, needles, **harpoons**¹⁰ and stone axes have also been discovered at Neolithic sites. Neolithic people also made ornaments of **conch**¹¹ shells and turquoise beads. Remains of necklaces, bracelets and earrings have also been found from Neolithic sites.

Pottery

Due to surplus production, grains had to be stored. Pots were needed for storing excess grains, milk and water. Humans made vessels of clay and baked them on fire. These durable pots were also used for cooking and eating.

Invention of Wheel

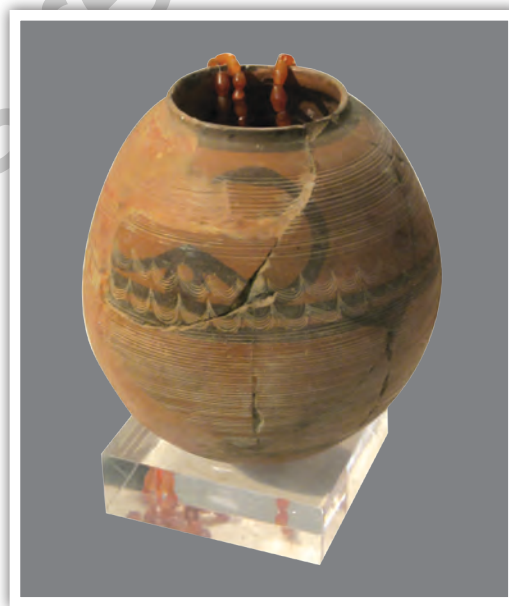
One of the greatest inventions of Neolithic people was the wheel.

- The potter's wheel was used to make better pots with clay.
- Heavy objects could be transported on wheels.
- It improved transport and quickened the pace of development.
- Possibly, the wheel was used to spin cotton thread which could then be woven into cloth.

⁹**awl**: small pointed tool used for making holes

¹⁰**harpoon**: spear-like weapon

¹¹**conch**: shell of a sea creature



Horned figure on pottery, Burzahom, Jammu & Kashmir

FACT BOX

The oldest wheel ever found is in Mesopotamia, present-day Iraq. It is believed to be about 5000 years old and is made of wood.



The North-West: Burzahom

Burzahom is located in Jammu & Kashmir. It is known for its Neolithic period pit-dwellings. As mentioned before, some Neolithic people lived below the ground by digging pits with the help of stone tools. They plastered the sides of the pits by using mud. The pits were mainly oval-shaped, but rectangular ones were also made.

People used stone tools and also made tools out of bones and antlers. Bones were used to make needles for sewing, and arrowheads, harpoons, spearheads and daggers for hunting.

Some pits that were shallower were possibly either used as storage pits or as dwellings during warmer seasons. Stone hearths have also been found at ground levels, near the mouth of pits, indicating that habitation activities also took place at the ground level.

The North-East: Daojali Hading

Daojali Hading in the north Cachar hills in Assam is one of the most important Neolithic sites in India. A large number of Neolithic stone tools, including mortars and pestles, have been found here. Small polished stone tools, wood and bone tools have also been found in this area. The vessels used by people were enlarged by beating them with wooden hammer wrapped in cord or string. People in this region practised jhum or shifting cultivation. The burials reveal that they raised stone or wooden memorials for the dead.

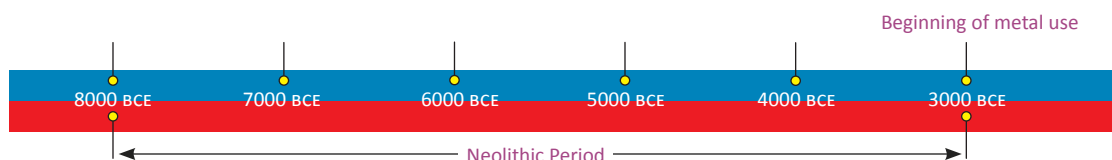


Burial pits found at Burzahom, Jammu & Kashmir

Elsewhere in the World

Catal Huyuk, in Anatolia, present-day Turkey, was one of the world's first towns. It was built about 6500 BCE. The houses in the town were made of mud bricks, touching each other, and there were no streets. This means that the roofs of the houses were used as streets! There were no doors and people entered their houses through hatches in roofs. People in Catal Huyuk grew wheat and barley, and raised sheep and goats. They also kept dogs and hunted animals such as aurochs (wild cattle), wolves, foxes and leopards.

Timeline



Summary

- The period from around 8000 BCE to 3000 BCE is called the Neolithic Age.
- Humans began farming and transformed from hunters and gatherers to farmers and herders during this period.
- During this period, humans domesticated animals for agricultural purposes and to ensure a regular supply of meat and milk.
- The houses were more permanent, such as pit-houses, with hearths and sturdy walls.
- Neolithic people used polished stones as they needed sharper and more refined tools.
- Pots were needed for storing excess grains, milk and water. Invention of wheel made pottery possible.

Things I Know

I. Fill in the blanks.

- The surplus food produced could be used in exchange for other goods which might have led to the beginning of _____ system in the Neolithic period.
- The Neolithic period saw the beginning of _____ of labour.
- Cooking _____ have also been found outdoors which implies that people might have cooked outside their houses too.
- When archaeologists dig _____, the objects they find in the top layers are considered to be from a later period than the ones in the lower layers.
- Neolithic people used _____ stones as they needed sharper and more refined tools.

II. Match the following.

Neolithic Site	State
a. Koldihwa	i. Bihar
b. Daojali Hading	ii. Jammu and Kashmir
c. Paiyampalli	iii. Uttar Pradesh
d. Chirand	iv. Assam
e. Gufkral	v. Tamil Nadu

III. Put the following sentences in the correct order.

- People produced food in excess which allowed them to save food till the next harvest.
- Due to the improvement in agricultural practices, agricultural output increased.
- The surplus food produced could be exchanged for other goods that people required.
- After practising food gathering for millions of years, humans learnt to do farming.

IV. Short Answer Questions

- How could surplus production in the Neolithic period lead to the beginning of barter system?
- Which animals were domesticated by Neolithic people?
- What is herding? Why was it more nomadic than farming?
- What kind of tools were made by Neolithic people? Give two examples.
- What is the importance of the invention of wheel for human beings?

V. Long Answer Questions

- How did the development of agriculture change the lives of humans?
- Domestication of animals was an important aspect of the Neolithic period. Justify the statement.
- How did the tools made and used by Neolithic people improve agricultural practices?
- Describe the houses built by Neolithic people.
- Compare the lives of Palaeolithic humans and Neolithic people with respect to the following areas: shelter, tools, food, relation with animals and social beliefs.

Things I Do

I. Project

Suppose you are a farmer who has to explain to his children how farming is done. Choose any one crop. Make a flowchart of the process of growing that crop. Also, list the difficulties faced in growing that crop, for example, the kind of pests that attack it, the weather conditions that are harmful, etc.

II. Map Work

On a political map of India, mark any five Neolithic sites.

III. Values in Life

You might have seen people leaving food in their plates, throwing leftovers in garbage bins and ordering more food than they can eat in your school canteen and restaurants. What all can you do to generate awareness about not wasting food and informing people about how hard farmers work to grow this food?

IV. Web Links

- <https://www.youtube.com/watch?v=m2pOP9TYJjE>